DOCUMENT RESUME

ED 420 179 FL 025 279

TITLE	Language Coordinators Resource Kit. Section Two: Teacher Supervision.
INSTITUTION	Peace Corps, Washington, DC. Information Collection and Exchange Div.
REPORT NO	T0092
PUB DATE	1998-02-00
NOTE	80p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
CONTRACT	PC-896-0537
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Classroom Observation Techniques; Contracts; Employment Interviews; Feedback; Job Applicants; *Language Teachers; Meetings; Occupational Information; Program Administration; Program Design; Public Agencies; Questioning Techniques; Records (Forms); Scheduling; Second Language Instruction; *Second Language Programs; Second Languages; *Staff Development; *Teacher Evaluation; *Teacher Selection; *Teacher Supervision
IDENTIFIERS	*Peace Corps

ABSTRACT

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section focuses on selection and supervision of language teachers. An introductory chapter gives an overview of the guide and provides suggestions for identifying teacher supervision needs for the program and a schedule for supervision activities. Chapter 2 discusses teacher recruitment and hiring, including methods for determining staffing needs, soliciting applications, developing selection procedures and criteria, and notifying candidates. It includes sample job descriptions and application and observation forms. Chapter 3 covers teacher observation and assessment, including techniques for classroom observation, giving and receiving feedback, and conducting an assessment. A sample feedback role-play and assessment forms are provided. Chapter 4 offers recommendations for organizing effective teachers' meetings and tips from the field for being an effective supervisor. (MSE)

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LANGUAGE COORDINATORS RESOURCE KIT

SECTION TWO

TEACHER SUPERVISION

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0092
February 1998

LC RK

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ACKNOWLEDGMENTS

The Peace Corps acknowledges the special efforts of the following people in the writing, selection, compiling, editing, and design of the materials in this resource kit: Mihaela Bobeica, Joe Byrnes, Motomoke Eomba, Ana Maria Flecha, Douglas Gilzow, Daulat Karki, Zoya Lubenova, Dominik Lukes, Margaret Malone, Paz B. Meman, Simon Njure, William Perry, Larry Statan, Stephen Thewlis, and Silvia Valencia.

Prepared for Peace Corps under contract number PC-896-0537.

The Peace Corps also wishes to express its appreciation to the authors for permission to reprint the following: "The Language Learner's Proficiency Scale", © 1989 by Terry Marshall, from *The Whole World Guide to Language Learning*, published by Intercultural Press, Inc.; "Strategy Inventory for Language Learning", Version 5.1, © 1990 by Rebecca Oxford, from *Language Learning Strategies: What Every Teacher Should Know*, published by Heinle & Heinle Publishers.

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OVERVIEW

SECTION TWO: TEACHER SUPERVISION

WHAT DOES SUPERVISION INVOLVE?

Language Coordinators report that one of the most challenging aspects of their job is being an effective supervisor of other people. Supervision involves a number of different tasks:

- **Recruiting**: Determining your staffing needs, in terms of numbers and qualifications; identifying sources of potential candidates and advertising to attract the best qualified.
- **Hiring**: Developing a set of criteria for deciding who to hire, as part of an organized system for making those decisions--interviews, selection TOTs, sample lessons.
- **Supervising**: Training, monitoring, and supporting instructors, and setting up systems to achieve program goals.
- **Evaluating**: Developing a fair and comprehensive system to evaluate teachers and use those evaluations to make decisions about rehiring people for later language training events.

WHO DO LANGUAGE COORDINATORS SUPERVISE?

Language coordinators are primarily involved in supervising the language program staff. This may include:

- language instructors, including lead teachers, Language Coordinator's assistants, etc. working during PSTs, ISTs, or TOTs.
- materials developers, including people working on the layout of language materials and secretarial staff.
- Volunteers who work during PSTs/ISTs/TOTs on the language and/or cross-cultural training program.

WHAT THIS SECTION CONTAINS

This section contains information about:

- how to determine staffing needs and recruit qualified applicants.
- methods for selecting qualified candidates.
- purposes of and systems for teacher observation, assessment and feedback.
- tips from language coordinators in the field about ways to be an effective supervisor.

WHAT NEEDS TO BE DONE

IDENTIFYING TEACHER SUPERVISION NEEDS FOR YOUR PROGRAM

This brief check list was developed by Peace Corps language coordinators to help you assess program needs in the area of teacher supervision and help you determine what procedures and systems for effective recruiting, hiring and evaluating teachers may need to be developed for your post. For each of the issues listed below select the letter of the response that best describes curriculum development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed and it needs to be done
D. Not completed, but not important at present

Items that you marked with a B or C will probably need further development.

TEACHER RECRUITMENT AND SUPERVISION

RECRUITMENT

_____ 1. There is a system for establishing what staffing patterns will be needed for upcoming training events.

_____ 2. There are formal positions descriptions (SOWs) for all positions that specify necessary qualifications, both teaching and non-teaching duties, length of service, any other contract requirements and salary levels for both new and experienced teachers.

_____ 3. There is a system for identifying and maintaining contact with particularly talented teachers from previous training programs.

____ 4. A plan for publicizing available teaching positions and attracting qualified candidates has been established that includes procedures for both new teaching staff and teachers from previous programs.

____ 5. Advertisements have been developed that contain position descriptions and application deadlines, requirements and procedures.

____ 6. There are standardized application procedures and relevant forms.

SELECTION

____ 7. There is a plan for how teachers will be interviewed and selected.

____ 8 There is an established list of selection criteria to decide which applications will be interviewed or invited to selection TOTs.

____ 9. Other selection requirements and procedures (sample lessons, recommendation letters, etc.) have been identified.

____ 10. There is a formal interview protocol and standardized list of questions for all candidates being interviewed.

____ 11. There is a formal rating system for candidates that includes self-assessment and pre-established criteria for selection.

HIRING

____ 12. There are specific administrative procedures for notification and hiring of selected staff that correspond with Peace Corps policies and procedures.

____ 13. There is an established system for notifying other Peace Corps and training staff about the status of recruiting, interviewing and selection of language staff.

SUPERVISION

____ 14. Expectations about work hours, job responsibilities, out-of-class behavior, etc. are clearly described and communicated to the staff during the selection process and TOT.

____ 15. There is an established format and schedule for teachers meetings during PST.

____ 16. There is an established schedule and procedure for conducting formal teacher observations, evaluation and feedback both during and at the end of PST.

____ 17. There is an established system to solicit trainee input on teacher performance during and at the end of PST.

____ 18. There is a system for teachers to register and negotiate about grievances or appeal unfair evaluations, in accordance with Peace Corps guidelines.

TIME LINE

SUGGESTED SCHEDULE FOR TEACHER SUPERVISION ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks involved in recruiting, hiring and supervising language instructors (LIs).

TEACHER SUPERVISION TIMELINE	
FOUR MONTHS BEFORE PST	• Review input from Trainees and supervisors evaluation for experienced language component staff. • Check or develop a list of qualified and experienced language trainers. • Develop tentative action plan for staffing. • Develop and print application forms and SOWs for language trainer position. • Make a tentative action plan for staffing and hiring experienced and recruiting new language trainers. • Put an advertisement in national/local newspapers for LIs' position. • Develop requirements for the PST site in terms of the language program. • Make an action plan for hiring/recruiting language staff and TOT.

THREE MONTHS BEFORE PST	• Confirm required number of new language trainers. • Confirm the PST site. • Collect all applications for LIs' position. • Develop hiring activities. • Confirm site for LI candidates' screening/ selection workshop. • Review/update interview questionnaire. • Inform CDs, PTOs/PTSs, Admin about the dates of interview. • Develop a design for screening/selection TOT workshop.
TWO MONTHS BEFORE PST	• Select candidates to be interviewed. • Implement interview for new language instructors. • Select from interviews LIs candidates for screening/selection TOT workshop. • Finalize screening/selection TOT workshop design.
SEVEN WEEKS BEFORE PST	• Send invitation letter with contract period and salary offer to the experienced staff. • Conduct screening /selection TOT workshop for new applicants.
SIX WEEKS BEFORE PST	• Plan and design for TOT for all hired LIs. • Inform all successful candidates and send invitation letters to the selected new LIs including contract period and salary.
TWO TO FIVE WEEKS BEFORE PST	• Contract all the language component staff.
DURING PST	• Have teachers' meetings daily during PST to discuss implementation of PST language program. • Observe each teacher in class at least every two weeks. • Have informal talks with the teachers, trainees, and other staff regularly to check for feedback on teachers' performance. • Conduct formal interviews with teachers 1 to 2 times during PST - at mid-point PST and at the end of PST.
AT THE END OF PST	• Complete an appraisal form for each teacher and conduct formal interviews at the end of PST.

OVERVIEW

THE PROCESS OF TEACHER RECRUITMENT AND HIRING

Peace Corps Language Coordinators have developed this overview of the recruitment, selection and hiring process.

STEP 1: DETERMINE STAFFING NEEDS, SCHEDULES, AND SOWS

- Start the recruitment process for teachers early in year so that you can select the best applicants and train them, i.e. three to four months prior to PST. For this purpose, make a selection planning checklist as a part of your yearly workplan as an LC. Try to make it as detailed as possible so that you do not miss anything.
- To decide how many teachers you are going to need you should have in mind the number of Trainees you are expecting for your PST and the number of teachers with Peace Corps experience that you would like to hire again and that would be available for the PST period. To check this, develop and distribute an availability checklist to experienced language staff.
- Select experienced training staff for rehiring based on Trainees' and supervisor's performance evaluation and training office observation.
- Confirm the required number of language staff and number of experienced language staff availability and then determine the number of new language trainers that you will need to recruit and hire.

STEP 2: SOLICIT APPLICATIONS

How to announce the position:

- Put advertisements in local/national newspapers (can be in English, also in local language, but make sure they are clear and simple).
- Use flyers (put them in different schools, universities, educational institutions where teachers often go).
- Use PCVs' recommendations, connections, tutors and counterparts or ask counterparts for recommendations.

How people apply

- You may want applicants to send a CV and a cover letter to the Peace Corps office.

• You may want them to fill in an application form prepared by Peace Corps in advance.
• If applicants have to fill in application forms, along with those forms, provide the applicants with a Statement of Work (SOW).

STEP 3: DEVELOP SELECTION PROCEDURES AND CRITERIA

Selection Procedures

• Develop a list of criteria for selecting candidates to be interviewed. (Samples are included later in this section.)
• Select candidates to be interviewed. (Be sure to select at least double the number of teachers that you will finally need, if possible, to be sure you have plenty of qualified people to choose from.)
• Make copies of the SOW available and distribute copies to the applicants invited to the interview.
• Notify the selected candidates about selection procedures and schedule.
• Review/update hiring criteria and desirable qualifications, interview questionnaire, and print the required number of copies.

Stages of selection

• Applicants send in their application forms/CVs + cover letter.
• PC hiring staff goes through application forms/CVs + cover letter and selects applicants to be invited for an interview.
• If it is necessary to check applicants' proficiency in the language to be taught, applicants should be given at least a written test in this language prior to the interview.
• Selection event or events (interview, demonstration lesson, selection/screening TOT).
Note: Some posts choose people by interview only, others use the preliminary interview to decide which "finalists" will be invited to the selection TOT, and then make a final decision at the end of that.

STEP 4: NOTIFYING AND HIRING SUCCESSFUL APPLICANTS

• After the selection process is finished, send the list of selected language trainers to the PC Country Director for approval with at least two candidates on the waiting list.
• After the Country Director's approval, post the results on the office notice board, inform all successful candidates, and send an invitation letter which should include contract period and may include salary. Also notify applicants who have not been selected.
• Request administrative office to prepare contract document. Provide the SOW for the contract.
• Contract documents should be ready one week before staff development / TOT begin.
• Staff will sign the contract before they go to staff development/TOT.

SAMPLES FROM THE FIELD

PRE-PST STAFFING CHECKLIST

Peace Corps Nepal uses this checklist to help organize their teaching staff for PSTs.

PEACE CORPS NEPAL
PRE-PST STAFFING CHECKLIST
Starting date is May 1st
VITs arrival - Last week of September

Five Months out:
_____ Application forms for different positions (500 - 600 copies) should be ready.
_____ Notice of position available for current Nepali training staff.

Four Months Out:
_____ Develop tentative action plan for staffing.
_____ Develop experienced Training staff availability checklist.
_____ Input of trainees and supervisors' evaluation for experienced PST staff.
_____ Advertisement on Gorkhapatra and Rising Nepal for the PST positions available.

Three Months Out:
_____ All the applications should be collected separately according to the position and given contact date.
_____ Review of applicants to select those to be interviewed.
_____ Develop hiring activities and structure interviews (if some things need to be changed from the past).
_____ Notification of interview schedule for candidates. (who have passed through the screening criteria by letter, or a list on the bulletin board on the time of contact period).

Two Months Out
_____ Set a time for written test, interview, or screening for language trainers and other positions and training for the interviewers.
_____ Conduct hiring procedures and interviews for all positions.

One Month and Three Weeks Out:

_____ Notification of results for all positions.
_____ Submit priority list of candidates to CD for approval for screening workshop.
_____ Conduct screening workshop.

One Month and Two Weeks Out:

_____ Submit recommended PST staff list to CD for approval.
_____ Develop assignment, length of contract and salary sheet.
_____ Inform all candidates and send letter of agreement to PST staff.

One Month and One Week Out

_____ Contract ready for PST staff.
_____ Staff Development Workshop and Training of Coordinators.

TIPS FROM THE FIELD

CRITERIA FOR SELECTING TEACHERS

Peace Corps Language Coordinators have developed this list of possible criteria for you to consider as you develop your position descriptions and Statements of Work for Language Instructors at PSTs:

WHERE THEY COME FROM

Candidates from the training site and/or from areas outside the training site. (If you select people from outside the training site, you may have to provide lodging, transportation and/or meals for them.)

PROFESSIONAL SKILLS

Successful trainers have the following characteristics:
- team work skills (ability to work with others, to share ideas, flexibility, adaptability)
- creativity and inventiveness
- planning, materials development skills
- organizing skills
- leadership skills
- awareness of their native language
- ability and speed of learning in an intense environment
- ability and/or readiness to work in a cross-cultural environment, and more specifically with Americans
- a hard-working and responsible attitude

TEACHING EXPERIENCE

You may consider hiring people with teaching experience and/or people without teaching experience but with willingness to be trained how to teach.
- Hiring people with prior teaching experience is essential especially when the time for teacher training prior to the PCTs' arrival is very short due to different reasons (starting the recruitment process too late, for example) or when the program is new and you need highly qualified staff to develop the program.

• Teaching experience may include teaching children, university students or foreigners living in the community. An advanced degree in linguistics should not be a requirement for staff.
• A variety of experiences and backgrounds is considered to be beneficial to the program.

PERSONAL CHARACTERISTICS

In addition to the professional skills listed above, most Language Coordinators feel that it takes a special kind of person to be a successful Peace Corps language trainer. Ideal candidates should have the following qualities: patience, flexibility and a cooperative spirit, eagerness and enthusiasm in learning new methods and approaches, friendly, firm but not intimidating with students, good communicator, empathetic, with skills in giving and receiving constructive feedback, and open to new methodologies.
• Be wary of candidates who appear over-confident, or who are determined to use one particular methodology for language teaching. Eagerness to learn new methods and approaches is one sign of a good teacher.

DIVERSITY

The language training team should represent a variety of backgrounds and experiences, not only in regard to teaching. There should be a balance of male and female trainers, different age groups, and, if possible, representation from different regions. Consider the possibility of ethnic diversity as well. Avoid bringing in all staff from a single source, such as one university. They will have their own working dynamic established and will resist being re-shaped into a Peace Corps team.

ENGLISH

More and more PC posts require that teachers have at least some proficiency in English - the most likely medium of communication in meetings involving American and host-country staff. Discussions of Peace Corps training philosophy and course content are likely to be in English. Instructors should be able to participate in these discussions and meetings. TOTs, language resource materials, and other sources of professional development will also be most readily available to staff with English skills. It can also be useful when instructors wish to discuss learning strategies or theory with Trainees.

HOW TO DO IT

WRITING STATEMENTS OF WORK (SOW)

The *PATS Training Supplement* contains this useful description of how to go about developing SOWs for your language training staff.

POINTS TO REMEMBER

- Well defined, accurate, statements of work can be invaluable both as a tool to help the Language Coordinator manage the language training staff, and as guidance for individual staff to plan and undertake their respective tasks. A statement of work should define the unique aspects and responsibilities, and minimum and preferred qualifications and performance standards for the position it describes.

- When hiring training staff remember that your audience is most likely a diverse collection of Trainees with varying needs and personalities. Accordingly, a good training staff will consist of a good mix of trainers of diverse interests and personalities. The key is that you are looking to hire a team, not a set of individuals who each fit your vision of the perfect "trainer."

- Also, remember that all training staff, in addition to their primary responsibilities, will serve as cross-cultural facilitators/resources, and therefore must be capable of presenting their technical skills in a cultural context. They will also need to make themselves available to the Trainees on both a formal and informal basis.

The following is an example of a statement of work for a language instructor and guidance pertaining to the qualifications and attributes to consider when hiring candidates. As with other suggestions in this manual, you must tailor the guidance and examples to meet your specific training needs.

STATEMENT OF WORK
Language Trainer for Pre-Service Training:

Begin date - ending date
Reports to: Language Coordinator
Coordinates with: All language training staff.

POSITION SUMMARY: Conduct language training classes with small groups of Trainees. Follow prescribed curriculum and effectively use a variety of language training techniques and methodologies. Participate in the evaluation of the language training program and the assessment of Trainees performance.

DUTIES AND TASKS:

Preparation Phase:

- Participate in a 3-5 day Language Instructors workshop component for TOT.
- Attend and participate in PST Staff Training, which should include goals and philosophy of Peace Corps training, concepts of integrated training, time for refining session plans and team building.
- Participate in the preparation of language training materials or resources under the supervision of the language coordinator.
- Participate in the preparation of the training site for the language training program.

Implementation Phase:

- Teach language classes.
- Provide feedback concerning Trainee performance at regularly scheduled intervals.
- Respond to regular Trainee evaluations of language training.
- Actively participate in language training staff meetings by making recommendations for training improvements, including staff morale.
- Document Trainee performance in language training (under the supervision of the language coordinator) to inform decisions to recommend or not recommend that a Trainee become a Peace Corps Volunteer.

After Training Phase:

- Contribute to the final language training report.
- Participate in the compiling and storing of language training materials.

QUALIFICATIONS:

Minimum Qualifications

- Demonstrated academic or other qualifications indicating more than speaking fluency in the required language, and also an understanding of the language's grammatical structures and the ability to write.
- Some fluency in English.

Preferred Qualifications

- Experience with Peace Corps language training.

SAMPLES FROM THE FIELD

SAMPLE LANGUAGE INSTRUCTOR POSITION DESCRIPTION

Developing a clear position description or statement of work is a necessary first step for both recruiting and hiring teachers. As with all statements of work, it should clearly delineate duties, responsibilities and other expectations about performance. It should also include specific information about the length of the contract and pay scales, since this information will be important when you start advertising for qualified candidates.

This sample is based on a position description for language instructors that was developed by Peace Corps Philippines:

Peace Corps Philippines
PST Language Instructor

The Language Instructor is primarily responsible for teaching the (Tagalog) language to the Trainees under the direct guidance of the Language Coordinator, as requested by the Pre-Service Training (PST) Director.

Reports to: Language Coordinator
Coordinates with: Lead Teachers and Other Language staff members

Position Summary: Responsible for the planning, implementation, and evaluation of the daily language learning activities of Trainees. Serves as cultural information resource for Trainees.

Duties and Tasks:
- Actively participate in the Training of Trainers workshop held prior to PST.
- Build teamwork and support PC staff and PST team efforts and decisions.
- Design and implement lesson plans based on acquisition of specific language competencies that Trainees should achieve. Lesson plans to be developed using the Peace Corps lesson planning format and incorporating language, cultural, and technical language objectives.
- Conduct language classes making appropriate changes based on feedback received and learning needs of the Trainees. Develop Trainees' cross-cultural skills by acting as a language and cultural information resource.
- Assist Coordinators in designing and implementing integration of Language/Technical/Cultural lessons.

• Be available outside "classroom" hours to assist with language learning (individual tutorials and conferences with Trainees, cross-cultural trips/excursions/field visits as requested by the PST Director)
• Assist LC and lead language instructors during PST in grouping by providing timely and regular feedback on Trainees' progress.
• Assist in designing round-up and evaluation materials (oral and written) and activities (simulation activities and out-of-classroom language "tasks") to provide timely and regular feedback to trainees about their progress in the language. Orient LC and other language staff in these evaluative processes, and actively participate in evaluation sessions.
• Meet with other language staff to evaluate Trainee progress and make recommendations for appropriate individual learning strategies and approaches to facilitate trainee progress in language acquisition, while maintaining professional confidentiality.
• Evaluate the success of the lesson, document comments, ideas and suggestions to assist with future implementation.
• Observe the limits of confidentiality with Volunteers and staff.
• Submit all lesson plans, language materials and other documentation to the LC. All materials developed under this contract are the sole property of the United States Peace Corps.
• Perform other related duties, as necessary, for the smooth implementation of PST.

Contract: June 6 through September 6, 1996
Training Schedule: 8.00-17.30 Monday through Friday.(Includes one and a half hour lunch break.)Transportation stipend provided.
Daily Rate:_____ - no Peace Corps PST experience
_____ - with Peace Corps PST experience
Salary payments will be made only for actual days worked.

HOW TO DO IT

ANNOUNCING THE POSITION AND SOLICITING APPLICATIONS

Deciding how you will solicit applications, from whom and in what form is an important next step after you have determined your staffing needs. But you need to have all the other aspects of your selection process in place before you release the publicity and application announcements.

WHERE TO ADVERTISE

You will want to attract the widest number of qualified candidates as possible, so be sure to consider a **range** of publicity options, such as local/national newspapers (both English and local language publications) as well as posters for distribution to different schools, universities, educational institutions where teachers often are found.)
Remember to use Peace Corps connections to advertise the position and distribute announcements to PCVs and other Peace Corps staff and ask them to recommend connections, counterparts and tutors who might also be interested in applying.

WHAT TO INCLUDE IN YOUR ANNOUNCEMENT

You may wish to use the opportunity to alert qualified candidates for all aspects of the training program (technical coordinators, secretarial staff, etc.) so discuss the goals and scope of your announcement with other members of the training staff and decide specifically who your target audience is going to be.
Announcements should at a minimum, include the following information:

- **Basic qualifications:** The minimum requirements, without which you are not willing to consider an applicant. These may include education, language skills, previous teaching, and so forth.
- **Desirable qualifications:** These may include desirable qualities that would give the candidate an advantage.

- **Dates and Place of Employment:** When and how long, and where the training is to take place--especially if you expect trainers to live at the training site or in villages.
- **Salary and other benefits:** These will vary from program to program, housing at the training center, meals, etc.
- **Clear description of duties:** Many posts expect teachers to also develop materials as well You should have developed a Statement of Work before you begin advertising the position.
- **How to apply:** Where, when, what accompanying documents, such as letters of recommendation, university transcripts, work history.

APPLICATION FORMATS

You may want applicants to send a CV and a cover letter to the PC office, or you may decide to develop an application form for them to fill in. An application form will ensure that you get all the information you consider to be important in making your selection, but a CV will give you an idea of how the applicants describe their experience in their own terms--what they consider important and relevant to Peace Corps. You will need to weigh the advantages of both approaches.

SAMPLES FROM THE FIELD

POSITION ANNOUNCEMENTS

Here are examples of position announcements that were developed in Bulgaria and Romania. The first represents an announcement for the entire training staff; the second language teachers only.

Position Announcement

The United States Peace Corps program in Bulgaria seeks qualified and motivated candidates for temporary positions as Language Instructors, Technical Training Coordinators, and Technical Training Assistants in TEFL, Small Business Development, and Environmental Affairs during our upcoming Pre-Service Training Program.

Language Instructors will work as part of the Language Training Team to develop basic communicative language skills among Peace Corps Trainees during an intensive 12 week training program. Successful candidates will have Bulgarian or English philology as a major or second subject, have teaching experience and/or desire to be taught how to teach Bulgarian to foreigners following modern communicative language learning approaches for adults, be able to work full-time between June 2 and September 6 with an opportunity to take a one-week unpaid leave, and be willing to work cooperatively as part of a team. Speaking English is essential.

Interested candidates should submit their CV in English to Peace Corps, 7 Gerlovo Str., 1504 Sofia, not later than 2.12.1996.

JOB ANNOUNCEMENT

PEACE CORPS

ROMANIA

Are you interested in working over the summer ?

Over the summer period, (June- Sept.1996) Peace Corps is organizing a training for the next group of volunteers coming to Romania..
One part of the training consists of learning Romanian, in an intensive program.
A team of very dedicated, extraordinary people has been working on this program for the past 5 years.
This year we are looking for new, enthusiastic people to refresh our team.

So, if you think you would like the challenge of teaching Romanian as a foreign language, we offer :

- **a 2 to 3 month contract**
- **at least 5 days of training in the latest teaching methodology**
- **the opportunity to work in an American environment as a representative of the Romanian culture**

The application process will start on April 17, 1996.

Basic requirements are:

- University graduates or undergraduates, Philology preferred
- Some knowledge of English language
- Housing in Bucharest for the period of the contract (June to September) and 5 days in May

If you are interested, please contact Mihaela Bobeica or Laura Bologea at the end of April at Peace Corps Office (tel. 312.12.89. or 311.15.85 - address : str. Negustori nr.16, sector 2, Bucuresti) for Application forms. (An Ad will be posted in newspapers around the same period.)

SAMPLES FROM THE FIELD

SAMPLE APPLICATION FORM

As mentioned above, you may wish to develop an application form for candidates for teaching positions to fill out. This will ensure that you get the same kinds of information from each applicant, and thus make the process of choosing who to interview a more consistent process. This is an application form that was developed by Peace Corps Philippines.

APPLICATION FOR EMPLOYMENT IN PEACE CORPS TRAINING PROGRAMS

Date of Application: _____

APPLYING FOR A POSITION AS: _____

INSTRUCTIONS: *Answer all questions fully. Type or print answers. For additional space attach plain sheets of paper. Complete only one form.*

1. NAME IN FULL (last) (first) (middle)

2a. NAME AT BIRTH, IF DIFFERENT FROM ABOVE

2b. HAVE YOU EVER BEEN KNOWN BY ANY OTHER NAME? [ ] Yes [ ] No
If Yes, give name

3. MARITAL STATUS
[ ] Single
[ ] Married
[ ] Remarried
[ ] Widowed
[ ] Divorced
[ ] Separated

4. PRESENT ADDRESS and TELEPHONE NUMBER

5. DATE OF BIRTH

6. PLACE OF BIRTH

7. SEX
[ ] Male
[ ] Female

8. HEIGHT
Ft. _____ In. _____

9. WEIGHT
_____ lbs.

10. EYES

11. HAIR

12. DESCRIBE ANY SPECIAL OR OUTSTANDING CHARACTERISTICS OR IDENTIFYING MARKS

13a. FULL NAME OF HUSBAND / WIFE (If wife, maiden name)

b. DATE OF BIRTH

c. PLACE OF BIRTH

d. PRESENT ADDRESS IN FULL

e. PRESENT OCCUPATION

14. CHILDREN

NAME	DATE OF BIRTH	PRESENT ADDRESS IN FULL	OCCUPATION

15a. FATHER'S NAME

b. DATE OF BIRTH

c. PLACE OF BIRTH

d. PRESENT ADDRESS IN FULL

e. PRESENT OCCUPATION

16a. MOTHER'S NAME

b. DATE OF BIRTH

c. PLACE OF BIRTH

d. PRESENT ADDRESS IN FULL

e. PRESENT OCCUPATION

2139 Fidel A. Reyes Street, Malate, Manila ● P.O. Box 7013 MIA, Philippines 3120
Telephone 59-24-21

22 EDUCATION

NAMES AND LOCATIONS OF EDUCATIONAL INSTITUTIONS ATTENDED	DATES ATTENDED		DEGREES	MAJOR SUBJECTS
	FROM	TO		

23. REFERENCES *List three competent and responsible persons, not related to you by blood or marriage who are particularly qualified to supply definite information regarding your character and ability. (Do not give names of supervisors listed in 24.)*

NAME	FULL ADDRESS	OCCUPATION

24. EMPLOYMENT *(In the space provided below describe every position which you have held since you first began to work. Start with Present Position and work back to the first position which you held. Account for all periods of unemployment and state reasons for any unemployment indicated. If space is not enough, use extra sheet.)*

IF CURRENTLY EMPLOYED MAY WE APPROACH PRESENT EMPLOYER? [ ] Yes [ ] No

a. DATE OF EMPLOYMENT *(Month, Year)* | EXACT TITLE OF YOUR POSITION | Salary/Earnings Start /yr Final /yr

NAME and ADDRESS of EMPLOYER | DUTIES

NAME and TITLE of SUPERVISOR

REASON FOR WANTING TO LEAVE

b. DATE OF EMPLOYMENT *(Month, Year)* | EXACT TITLE OF YOUR POSITION | Salary/Earnings Start /yr Final /yr

NAME and ADDRESS of EMPLOYER | DUTIES

NAME and TITLE of SUPERVISOR

REASON FOR WANTING TO LEAVE

c. DATE OF EMPLOYMENT *(Month, year)* | EXACT TITLE OF YOUR POSITION | Salary/Earnings Start /yr Final /yr

NAME and ADDRESS of EMPLOYER | DUTIES

NAME and TITLE of SUPERVISOR

REASON FOR WANTING TO LEAVE

17. LIST ANY RELATIVES OR FAMILY MEMBERS WHO ARE EMPLOYED BY ANY AGENCY OR REPRESENTATIVE OF ANY NATIONAL OR LOCAL GOVERNMENT.

NAME	RELATIONSHIP	NAME AND ADDRESS OF GOVERNMENT AGENCY

18. LIST ANY PERSONAL, BUSINESS, OR PROFESSIONAL CONTACTS WHICH YOU HAVE OR HAVE HAD IN THE UNITED STATES.

NAME OF FIRM OR INDIVIDUAL	BUSINESS OR OCCUPATION	ADDRESS IN FULL

19. LANGUAGES *(Name and Indicate the Extent of your Competence, i.e. Excellent, Good)*

LANGUAGE/S	SPEAK			READ			WRITE			UNDERSTAND		
	EXC	GOOD	FAIR	EXC	GOOD	FAIR	EXC	GOOD	FAIR	EXC	GOOD	FAIR

20. TRAVEL *(If you have ever traveled in any other countries, give the dates, duration and purpose of such travel.)*

COUNTRY	DATES FROM	DATES TO	PURPOSE

21. MEMBERSHIP *List societies, associations, clubs and other organizations of which you are now or have been a member, except religious or political affiliations.*

NAME ADDRESS TYPE FROM TO OFFICE HELD

b. DATE OF EMPLOYMENT *(Month, Year)*	EXACT TITLE OF YOUR POSITION	Salary Earnings Start /yr. Final /yr.
NAME and ADDRESS of EMPLOYER NAME and TITLE of SUPERVISOR REASON FOR WANTING TO LEAVE	DUTIES	
c. DATE OF EMPLOYMENT *(Month, year)*	EXACT TITLE OF YOUR POSITION	Salary Earnings Start /yr. Final /yr.
NAME and ADDRESS of EMPLOYER NAME and TITLE of SUPERVISOR REASON FOR WANTING TO LEAVE	DUTIES	

25. SPECIAL QUALIFICATIONS AND SKILLS

a. *List any Special Skills You Possess and Machines and Equipment you can operate.*	b. Approximate number of words per minute Typing _____ Shorthand _____

26. *Have you ever been discharged or forced to resign for misconduct or satisfactory service from any position?*
If answer is "Yes", GIVE FULL DETAILS under item 29.

27a. *Have you now or have you ever had any physical defects or disabilities whatsoever?* [ ] Yes [ ] No	b. *Have you ever had a nervous breakdown?* [ ] Yes [ ] No	c. *Have you ever had a tuberculosis?* [ ] Yes [ ] No

IF ANY OF YOUR ANSWERS TO ANY OF THE ABOVE IS "YES", GIVE DETAILS UNDER ITEM 29.

28. *Have you ever been arrested or detained by any police or military authority? If so, name the authority, give time, place, and reason for arrest or detention and the disposition of court action.*

29. *Use this space for completing answers to any of the foregoing questions, numbering answers to correspond with questions. Add any information not covered above which, if known, might affect your employment. Use extra blank sheets if necessary.*

CERTIFICATE OF CORRECTNESS

(Before signing this form check over it to make sure you have answered all questions fully and completely. False statement on this application is cause for dismissal.)

I DO SOLEMNLY AFFIRM THAT THE INFORMATION CONTAINED HEREIN IS CORRECT TO THE BEST BEST OF MY KNOWLEDGE AND BELIEF.

SSS Number: _____ Signature _____ Date _____

THINGS TO THINK ABOUT

DECIDING WHO TO INTERVIEW

In many countries, it is not possible to interview all the interested candidates who submit applications. Here are two sets of criteria that were developed to help coordinators decide who to interview. They list some good things to think about, but you will want to develop your own set of criteria for deciding which candidates to choose in the "first cut" of the selection process, based on the particular requirements and realities of your post.

In the Czech Republic, language staff developed the following rating system to make the first decisions about who should be invited to the next stage of the hiring process.

CRITERIA FOR SELECTING TEACHERS

We don't have the resources to interview and train all of them (over 100 responses must be limited to about 30). To make our job easy we can divide our answers into **three initial categories**:

obviously qualifies
might qualify
obviously does not qualify

We can think of our overall impression as amounting to 100%.
Answers to each question can raise our impression by a certain number of points.

30% - Experience can be both positive and negative, and always has to be judged in conjunction with other factors. If someone admits to no experience but has a strong drive to learn, it might be better than someone with 20 years of teaching Czech as a Second Language (CSL). Although, technically, we want people who have taught CSL, the preference is for people who have taught it more recently. Other backgrounds are welcome too. I would give high rating to anybody in arts and drama, or students of pedagogy, psychology and sociology.

Students and teachers of English or other foreign languages may be more desirable than those of Czech. For ranking in this category we can use these criteria:

University degree in arts - 3pts
University student/degree in science - 2pts
Experience with teaching other language - 5 pts

Experience with CSL - 8 pts
Experience with drama - 7 pts
Lived/worked overseas - 6 pts
Other (balancing the above +/-)

20% - English/communication skills are important. We want at least half of our teachers to speak fairly good English. If someone says that their English is not very good but they can always get their point across, that's good too. People who say that they get along well with others are fine, too, but that's only a part of it.

30% - Expectations will vary. What we want most are people who want this as an experience for their future. People who want to share our culture and help the Americans to get around are even better. I would hesitate if someone wanted this primarily to improve their English skills.
For ranking in this category we can use these criteria:
Experience for the future - 4
Learn about other cultures - 6
Learn about one's own culture/language - 10
Help Americans with their transition into the new culture - 10
Other (balancing the above +/-)

20% - Balance of the answers is important. The style of the answers may be important also . This, of course, is very subjective.

Anglophone Africa Language Coordinators developed this list of characteristics for language trainers at a recent Regional TOT:

CHARACTERISTICS OF THE IDEAL LANGUAGE TEACHER

- **Trainer should be able to function out of class as a**

(1) team member
(2) participant in cross-culture sessions
(3) resource person

- **Trainer should:**

(1) know the demands of the training concerning:
- policies
- aims
- expectations
- adult Learning

(2) have attained certain level of knowledge about the language:
- structure
- spelling
- mechanics

(3) have a "global" view of country and culture

(4) have previous experience in teaching, curriculum and materials development of the language to foreigners/adults

(5) have adequate English skills

(6) have these interpersonal characteristics
- Flexible
- Creative
- Attitude
- Committed/cooperative
- Reliable
- Relationships
- Basic understanding of own cultural values

HOW TO DO IT

INTERVIEWING CANDIDATES

PURPOSES OF INTERVIEWS

Posts use different techniques for making a final decision about who to hire. Many posts make an initial selection based on application forms and CVs. They then interview a portion of those candidates. In some posts, final decisions about hiring are based on those interviews. In other posts, the interview is used to decide who will participate for the next stage of the selection process, participation in a selection TOT, the teaching of a demonstration lesson, or a combination.

The kind of selection process you choose for your program will probably depend on a number of factors, especially the history at your post, and the resources you have available in terms of time, money and personnel to develop and carry out the selection process. The number of new teachers to be hired will also be an important factor. If you only need three or four new teachers, you may not want to go to the trouble of developing a selection TOT, or you may want to make a preliminary selection based on interviews and a demonstration lesson, and then make your final selection based on their performance during the TOT which you will conduct for all teachers before the beginning of the PST.

DEVELOPING AN OBJECTIVE RATING SYSTEM

The difficulty with interviews is that it is sometimes difficult to ensure that everyone gets asked the same questions and has the same opportunities to respond to them. Therefore, it's important to set up an interview protocol, or at the very least, as list of questions which you will ask to all candidates. By ensuring that everyone has the same opportunities to respond, it is easier to make valid comparisons between candidates. You will need to develop one that works for the cultural and professional realities at your post and will yield information about characteristics that are appropriate for your situation. It is important to establish a consistent and objective method for evaluating responses before you begin the interviews, so that the process of evaluating candidates becomes a much easier one.

CONDUCTING INTERVIEWS

Peace Corps Language Coordinators have recommended the following things to keep in mind as you set up your interview procedures:

- Interviews should be conducted by a committee of at least two people from PC staff so that they are objective
- An interview should last twenty minutes to thirty minutes.
- Interviewers should rate responses for each question asked during interview.
- Interviewers should make the interviewees feel comfortable and at ease. Do not be imposing and do not show your attitudes or feelings during the interview.
- You may want to have two to three applicants interview together. In this way, it is easy to assess their ability to communicate with others, but you must take into consideration the cultural background and interviewers must feel comfortable conducting an interview in this way.
- Look for individual teacher abilities and prioritize them.
- At the end of the interview give candidates an explanation about PST and the working situation.
- Depending on the number of applicants and on the number of people you want to select, select as many as possible from the interviews to be invited to a (screening/selecting) TOT workshop.
- Once you have the whole group selected, put the résumés on the table and check that there is a variety of teachers.

USEFUL INTERVIEW IDEAS AND QUESTIONS

- Ask the interviewee to bring materials, such as ones that they have developed or used.
- Ask about community activities the interviewee participates in.
- Ask for performance references.
- In interviews include different types of questions: both yes/no and open ended:

- Have you taught adults?
- What do you think you can contribute?
- What are your expectations?
- Create a scenario - how will you handle the situation?
- What questions do you have for us?
- Are there other issues we have forgotten?
- Why did you leave your previous job?

SAMPLES FROM THE FIELD

SAMPLE INTERVIEW PROTOCOL

Here is a rating sheet that was adapted from a form developed for interviewers in ECAM countries to help them evaluate interview candidates in a consistent and systematic way. In this system interviewers assign numerical values to responses. They are guided by some examples of what constitutes high and low ratings. You will need to develop a system that works for the cultural and professional realities at your post. This may require that you identify appropriate characteristics that you are trying to find out about during the interview so you can write more appropriate questions. But by trying to establish a consistent and objective method for evaluating responses before you begin the interviews, you will make the process of evaluating candidates a much easier one.

APPLICANT_____
Interview Date_____

PEACE CORPS LANGUAGE TRAINER
INTERVIEW SCORE SHEET

This structured interview format for Language Trainers has been divided into two sections: Section 'A' aims to assess the applicant's language proficiency in the language to be taught. Section B aims to assess knowledge, behavior, skills and attitudes required of the job. It is divided into two parts: the first part asks specific questions, and the second asks the applicant sto role play how they would respond to certain problem situations involving trainees.

SECTION A: Evaluate the applicant's ability in English by using the following seven questions. For each question, choose a value between zero and five, zero representing an unsatisfactory rating and five exceptional. Try to score each answer before the next question is asked . When you cannot do this, write words or phrases that will help you make your decision on scoring the applicant's answer.

Unsatisfactory/Average/Exceptional
0 / 1 / 2 / 3 / 4 / 5 /

(1) Biographical Information _____
(2) Interests, hobbies, and special skills _____

(3) Work experience: Highlight accomplishments, satisfaction level, major problems encountered and how resolved. _____
(4) What made you decide to apply to work for Peace Corps? _____
(5) What do you know about this organization ? _____
(6) Have you dealt with foreigners / Americans before? On what level (co-workers, friend, supervisor, etc.) _____
(7) What did you learn from the experience? _____
(8) What do you feel are your strengths and weaknesses? In which areas of the Language Instructor SOW do you feel you would do best ? _____

SECTION B: For each question allot a maximum of 5 points:

(9) What are the most important functions of a Language Instructor ?
Listen For: *planning, implementation, and evaluation in daily language learning activities for Trainees, motivation, intercultural resource* _____

(10) A rather outspoken trainee has made some statements in the language class that are very upsetting to you. What will you do?
Listen For: *Meet with the Trainee, alone* _____

(11) How could you as Language Instructor know what the trainees are thinking about your instruction?
Listen For: *Listening to Trainees and getting their opinions* _____

Role Play: Give points for each useful idea expressed. Say you are a Language Instructor and one Trainee approaches you.

(12) Trainee: "Language Training is not going too well for me, because you always ask me to do different activities and I need more drill and not all these fancy activities."
Listen For: *Getting specific examples of the problems ; explore how the Trainee might solve the problem* _____

(13) Trainee says angrily ." My host family always wants to speak in English with me. How can I learn?"
Listen For: *Acknowledge; talk to the family; go to the LC ; help Trainee identify alternatives* _____

(14) Trainee frequently complaining about not feeling well "I still have a headache" "I felt dizzy yesterday; "I have diarrhea again."
Listen For: *Show understanding/sympathy ; identify the problem* _____

(15) The Cross-Cultural and Technical Trainers would like to coordinate activities, but you have already developed your lessons for the week. How do you handle this?
Listen For: *Show flexibility; explore future weeks' lesson plans* _____

HOW TO DO IT

OBSERVING CANDIDATES

OBSERVATION CONTEXTS

In many countries Language Coordinators use the interview process as an opportunity to make a "second cut" of candidates after reviewing application forms. The final step is to watch applicants in action. This is most often done by inviting applicants to a selection TOT where they can be observed in a number of situations. This often involves paying for applicants to attend the TOT (i.e., providing food, housing, transportation or a daily stipend.) Therefore, you will probably want to limit this option to a small number of the most promising candidates.

More information on selection TOTs is provided in Section 9 (Training of Trainers) of this manual. But whether you decide to do your observations in the context of a TOT or merely as demonstration lessons with a group of other candidates or more experienced language teachers from previous PST acting as "students" , there are two major areas that you will want to pay attention to: teaching style and group reaction.

OBSERVING DEMONSTRATION TEACHING

By watching candidates actually teach, you can usually get a pretty good idea of how they will behave in front of a group of Trainees. The area of teacher observation is covered in more detail later in this section, but how you design your demonstration lesson observation will depend in large part on the state of your program and how much lesson development you will be expecting your teachers to do.

If your curriculum and materials are set, you might just ask the candidates to prepare a given lesson and teach it to each other while you watch. If you will be requiring your teachers to simultaneously develop materials and activities, then you may want to ask them to design a lesson based on a given competency and sample language that you have selected from your curriculum.

The general points that were mentioned about interviews are also relevant to the process of observation. A very quiet teacher may be quite effective in working with Trainees, but if his or her demonstration lesson immediately follows that of a very dynamic and outgoing teacher, it may be difficult to fully appreciate the different style of presentation. So it's a good idea to develop a set of clear criteria and a systematic rating scale for use during the observations.

OBSERVING GROUP INTERACTIONS

Being a good team player is an important qualification for Peace Corps language instructors, so you will also want to pay attention to how the candidates relate to other people in the group. Having them participate in a TOT is a good way to observe their interaction skills, but even when this is not the system you are using, you can ask other people on the training staff about their observations of candidates. Were they polite and friendly to the clerical staff and other applicants? How did they "come across" outside of the formal interview or demonstration teaching situations? Again, having some basic, culturally and professionally appropriate criteria in mind before you start the observation process will help ensure that your observations are consistent, systematic, and comprehensive.

SAMPLES FROM THE FIELD

SAMPLE OBSERVATION GUIDES FOR DEMONSTRATION LESSONS

Peace Corps Nepal has developed two useful assessment guides for use during demonstration lessons during a selection TOT. The first guide is designed for self-assessment, asking the candidate to rate his or her own performance in the demo lesson. The second form is for the language coordinator or other evaluator to use as they observe the applicant's performance.

TRAINER SELF ASSESSMENT GUIDE FOR LEARNING FROM EXPERIENCE (DEMO LESSONS)

This guide is provided not as an evaluation form, but to enable you to critique your performance and to make plans for improving your skills. There are no "ratings." You are simply asked to reflect on how you perceive your behaviors and which behaviors you want to change and how.

Self Assessment Questions

1. How anxious were you about doing this demonstration?
2. How clear were you about what you wanted to achieve as a result of this demonstration? (your objectives and expected outcomes).
3. How did others respond to your behavior? How do you know ?
4. Describe your approach to student response time after asking them questions.
5. Describe your speech and movement pace.
6. If you made any mistakes, how did you handle them ? What are some alternative ways of handling such errors in the future?
7. Were your materials adequate for what you wanted to achieve?
8. What would you like to do differently next time? Why?

EVALUATION FORM
LESSON DEMONSTRATION / OBSERVATION
Date:_____

Name of Observer _____

Name of Teacher: _____

No. of day in demonstration _____

I. Presenting
a. How did the LI bring out what learners already know ?

b. Was enough time spent on comprehension for the given stages of learning (beginning, middle, end)?

c. If not, how could this be increased ?

d. Was the amount of material introduced appropriate (not too much, not too little)?

II. Practicing
a. Was there enough practice ?

b. Individual words

c. Whole dialogue

d. Parts of dialogue

e. Meaning of vocabulary

f. Pronunciation

g. Grammar pattern

III. **Applying**
a. Was the activity truly set in an actual, real life situation, or was it a simulation?

b. How could the activity be made more authentic ?

IV. **Formative Testing**
a. What specific feedback was given ?

b. What adjustments were made in the lesson ?

SAMPLES FROM THE FIELD

SAMPLE OBSERVATION GUIDES FOR GROUP INTERACTION

One Peace Corps country developed this guide to document how candidates perform during a selection TOT. It clearly identifies some of the behaviors that indicate how well the applicant relates to other members of the training program.

TEACHER EVALUATION CHECKLIST

Observe selected teachers and answer the questions below as accurately as possible.

Teacher's Name: _____ **Date:** _____ **Initials:** ___

	Yes	Most of the time	No
GROUP PARTICIPATION:			
Did s/he appear to be an attentive listener?	O	O	O
Did s/he ask questions when something wasn't clear?	O	O	O
Did s/he actively participate in the group activities?	O	O	O
SMALL GROUP PARTICIPATION:			
Did s/he take the lead, or did s/he let others solve the problem?	O	O	O
Did s/he let other people express their opinions?	O	O	O
Did s/he accept everything presented to him/her without reservations, or did s/he approach each topic critically?	O	O	O

PARTICIPANT'S ATTITUDE TOWARD THE TRAINING

Please, describe briefly your overall impression of the participant. Does your evaluation match with the participant's self-assessment ?

HOW TO DO IT

NOTIFYING AND HIRING CANDIDATES

ADMINISTRATIVE PROCEDURES

Be sure to check with the administrative officer and CD of your post to find out what administrative procedures are necessary for the hiring process. When you shared the SOW and hiring procedures with other members of the staff, you should have learned about their expectations regarding:

- approval of your hiring decisions by the CD,
- the kinds of information and time frames necessary for writing up and negotiating teaching contracts,
- your role in that process. In most posts the ultimate authority for this kind of negotiation is the PC Admin. officer, so the role of the Language Coordinator at this stage of the process may be less direct.

Make sure you begin this process in time for all contracts to be ready for signing before the beginning of the PST period or the Staff Development Workshop/TOT. It may also be a good idea to select a couple of alternate candidates (especially if the selection process has taken a long time between initial application and final selection) in case some people's availability has changed.

NOTIFYING CANDIDATES

Once you have made your decisions about who you want to hire (and who you don't want to hire) you need to let them know of your decision. For candidates that you don't want to hire, a simple letter thanking them for their interest is probably enough. For successful candidates, you will need a letter of congratulations, inviting them to work for Peace Corps. The letter should also confirm information about the exact dates of the contract period, and advise them of next steps. In posts where the salary has already been determined and is not open to negotiation, you can include that information as well.

Below are sample letters used in Bulgaria to inform successful and unsuccessful applicants.

SAMPLE LETTER OF ACCEPTANCE

Peace Corps
Sofia, Bulgaria

May 23, 1996

Dear _____

Congratulations! We are pleased to invite you to join us as a Language Instructor for the Peace Corps' sixth Pre-Service Training program in Bulgaria. Your work will begin on June 6 and continue to September 6, 1996.

The training site will be located in Kuystendil. Prior to the Trainees' arrival you will participate in a Training of Trainers (TOT) workshop. Please be prepared to participate in the TOT on June 6 and 7. The training will be in Hall 8 at the Technical University. We will be expecting you there at 8:45 a.m. on June 6.

You will be expected to be in Kuystendil on June 9. More details will be provided when we meet at the TOT.

On June 6 we will explain the contracts and you will sign them at that time.
Please, when you get this letter, call the Peace Corps office, at 943 - 30 - 26/27/28 and speak to Mrs. Zoya Lubenova to confirm your participation or to cancel it if you are unable to accept the offer.

We look forward to seeing you at the Technical University on June 6.

Again, congratulations on being selected to work with Peace Corps this summer!

Sincerely,

_____ _____
PST Project Director Language Coordinator

7 Gerlovo Street • Sofia 1504 • Bulgaria
Telephone (359/2) 943-30-24, 943-30-26, 943-30-27 Fax No. 943-38-36

SAMPLE LETTER OF REJECTION

Peace Corps
Sofia, Bulgaria

May 22, 1995

Dear _____

Thank you very much for your participation in the Training of Trainers workshop for selecting language instructors to work for the Peace Corps' Pre-Service Training Program in Bulgaria.

We appreciate your participation, but we can only hire six language instructors. We are sorry to inform you that you have not been selected for the Training Program.

However, due to staffing changes, illnesses or emergencies, we may wish to use your services at some later time, should such a situation arise and you are available.

Thank you again for your interest in Peace Corps. Though you were not chosen this time, we were impressed enough with your qualifications and experience to encourage you to apply for any positions available in the future.

We wish you the best of luck in your future endeavors.

Sincerely,

_____ _____
Programming and Training Specialist Language Coordinator

7 Gerlovo Street • Sofia 1504 • Bulgaria
Telephone (359/2) 943-30-24, 943-30-26, 943-30-27 Fax No. 943-38-36

OVER VIEW

PURPOSES AND METHODS OF TEACHER ASSESSMENT

WHY WE ASSESS TEACHERS

Language Coordinators perform different kinds of assessments of teaching staff for a variety of reasons:

- to make decisions about hiring and retention of teachers
- to assess LIs' areas of strength and weakness
- to help them improve their skills
- for general program evaluation
- to evaluate consistency with curriculum

The process of formal summative assessment is discussed a little later. This is the kind of assessment that you will make at the end of the PST to meet the first two goals listed above. But the process of assessment is on-going, and you will also find that you need to make a variety of informal assessments to help teachers develop their skills and to fine-tune the language program once it is already underway.

METHODS OF TEACHER ASSESSMENT

The most common ways of assessing teacher performance are to interview people about the training process and to observe trainer performance both in and out of the classroom. Any assessment method should be systematic enough to ensure that each person is evaluated consistently, fairly and comprehensively, so you will probably want to use more than one method.

1. CONDUCTING INTERVIEWS

- with teachers themselves
- with other teachers/other staff
- with Trainees
- with PCVs

2. CLASSROOM OBSERVATION

Classroom observations can be both opportunities for formal assessment of teaching skills, but can also be informal opportunities for you to "keep up" with what's going on in classes. If you just "drop by" a classroom, you may not want to follow this formal system of pre-observation discussion and

formal feedback. In informal observations, informal feedback processes are probably more appropriate

WHY

- to make decisions about hiring and retention of teachers
- to assess LIs' areas of strength and weakness
- to help them improve their skills
- for general program evaluation
- to evaluate consistency with curriculum

WHEN

- as scheduled
- when needed

- at Trainees' request (usually when there are problems)
- at teacher's request (when LI needs support; when LI wants to share good teaching ideas)

HOW

Classroom observation is most effective if you follow a three-step process:

Step 1: Pre-observation discussion with the teacher in order to:

- Decide on the focus of the observation
  - Ask teacher what he/she is concerned about
  - Tell the teacher what you are concerned about
- Clarify roles
- Schedule the time of the observation
- Schedule the post-observation conference

Step 2: Scheduled observation

Step 3: Follow-up post-observation meeting/ conference with feedback on performance, suggestions for team teaching, peer observation, reading related materials, etc.

3. OUTSIDE OBSERVATION

We can also use observations outside of the classroom as well to observe:

- interactions with Trainees
- interactions with other staff
- team work/spirit/dynamics
- lesson planning
- professional behavior (punctuality, dress code, appropriate conduct, etc.)

FOUR KEY CONCEPTS IN PC LANGUAGE INSTRUCTOR SUPERVISION AND EVALUATION

These four key concepts of Peace Corps Assessment are discussed in detail in Section 7 (Assessment) in the context of assessing Trainees. But they are worth repeating here in the context of teacher assessment, since all assessment should share these characteristics:

- There is a clear purpose for all instructor supervision and evaluation activities

- to improve instruction; and the language program
- to make informed decisions about staffing (high stakes)

• There are no 'surprises' involved in the instructor supervision and evaluation activities concerning;
- When
- What (content + criteria)
- How (process)
- Why (purpose, use of data)

• Supervision and evaluation responsibilities (that are geared to improve instruction) are shared between the instructor and the Language Coordinator.

- What (content + criteria) can be developed jointly: The TOT is an excellent place to create (with language instructors) criteria to evaluate their performance

- How (process) :

1. Classroom Observation (three step process)

a. pre-observation conference - discuss the focus of the classroom observation

b. classroom observation (notes, checklists, class diagrams)

c. post-observation conference to discuss the visit, examine the data and develop an action plan

2. Instructor self-assessment/supervisor assessment checklists (created at the TOT)

3. Interviews - with instructors, with other instructors, with Trainees, with PCVs (informal)

• Hiring and firing decisions should be based on multiple measures (interviews, observations and self assessments)

HOW TO DO IT

CLASSROOM OBSERVATION

THE THREE STEPS OF OBSERVATION

Observation and feedback is a three-step process in which a peer or expert first meets with the teacher to identify the focus of the observation, then observes, taking notes during the observation, and, following the observation, guides a discussion about the performance with the person observed.

PRE-OBSERVATION MEETING

A pre-observation meeting between the teacher and the observer should establish the purpose for the observation. It should be made clear that the observer is there to support and improve teaching skills--not to criticize and find fault. Ideally, the two should agree on a focus for the observation based on points identified by the teacher, perhaps based on comments from learners or feedback received during other observations. Or the focus could just be an area that the teacher would like to concentrate on for professional development.

DURING THE OBSERVATION

During the observation, the observer should be as unobtrusive as possible. For the observation to be useful, the atmosphere in the class should be natural and relaxed. The observer should be introduced to the class, but should not be asked to participate in the lesson except perhaps for portions after the focal point of the observation has been completed.

POST OBSERVATION FEEDBACK

Receiving feedback should be a positive experience.

- To help create a positive climate in the discussion following the observation, the observer should first establish a comfortable rapport. One way to do this is by opening the discussion with a positive comment about a specific teaching behavior or a specific student response.
- Limiting the feedback to one or two specific behaviors also helps make the experience a positive one.
- Of course, targeting the feedback to behaviors that the teacher has previously identified also helps the teacher see feedback as constructive.
- If teachers are to be receptive to feedback, they need to believe the comments are relevant; that is, they need to recognize specific behaviors they wish to improve or change.

One way for the observer to identify the specific behaviors is to ask how the teacher felt about the class observed. The observer may ask, "What do you think was the most difficult part of that lesson for you?" If the teacher does not identify any area as needing change, the observer can focus the teacher on the activity or part of the lesson in which students didn't respond as the teacher had hoped. For example, "When you gave the students the task, were they all able to do it?"; "Did you have to provide additional explanation after they started the task?" Then, the observer and teacher can review the teaching behavior immediately prior to that response. For example, "Review for me what you did to set up the task."; "How many times did you model it?"

- Finally, the observer and teacher brainstorm alternative teaching strategies together . For example, "Let's think of some other things you might do to set up the task."
- Giving feedback should be thought of as reflection on instruction, as with a mirror, not examination with a microscope. Feedback which examines every detail to make judgments may create resistance. Effective feedback encourages teachers to reflect and analyze for themselves.

TIPS FOR THE OBSERVER

- Follow the three steps of observation
- Plan for the observation:
  - Arrive on time.
  - Have your materials ready.
  - Schedule time for the discussions.
- Choose a good seat in the class.
- Use appropriate body language.
- Concentrate fully on observation.
- Don't interrupt (you are just an observer).
- Smile, nod to encourage.
- Observe for a long enough time to obtain a "valid sample" of the aspects identified in the pre-observation conference, probably at least 30 minutes in most cases.
- Say a few words to the teacher and the students at the end of the lesson. Don't use evaluative language.
- At the post-observation conference share observation notes with the teacher.
- The following general questions may be useful during the conference:
  - How did it go?
  - How did you feel?
  - Did you do what you had planned to do in the lesson? Why or why not?
  - Which part of the lesson was most difficult/easiest? Why?
  - If you could teach the lesson again what would you change? Why?
  - What areas in your teaching are you working on?

- How can I support you in your efforts?
• The post-observation conference should conclude with an action plan, identifying an area that could be explored as the focus for the next observation.
• When giving feedback:
- Give reasons for your comments.
- Start with positive remarks, praise.
- Let the teacher talk first.
- Be specific.

THE THREE STEPS OF OBSERVATION SUMMARY CHART

STEP	TIME	TOOLS	CONTENT
PRE-OBSERVATION DISCUSSION	•a day before observation • 15 min.	• session observation form • lesson plan	•session: - objectives - content areas - teaching procedures - materials • group progress and problems in general
OBSERVATION	• the whole session	• session observation form	
POST-OBSERVATION DISCUSSION	• immediately after the lesson •15-30 min.	• self observation checklist • session observation form	• instructor self-assessment - meeting objectives - strong points of lesson - areas of/for improvement • observer talk - meeting objectives - strong points - areas of/for improvement • discussion

SAMPLES FROM THE FIELD

SUPERVISION AND OBSERVATION CONTRACT

This form was developed at a recent TOT for Anglophone Africa posts as a useful tool for structuring your teacher observation. Filling this out will help both observer and observee focus on all the stages of the observation: the pre-observation discussion, a summary of the actual observation itself, the post-observation conference and an action plan for further teacher development.

Supervision and Observation Contract

Language Instructor:
Supervisor:
Date:
Focus of the Observation:

Summary of Observation Notes: (attach a checklist, if applicable)

Summary of Post-Observation Conference:

Action Plan:

Instructor's Signature _____
Supervisor's Signature _____

THINGS TO THINK ABOUT

GIVING AND RECEIVING FEEDBACK

Giving feedback to your language staff and Trainees can be one of the most challenging aspects of your job. In many countries, the American cultural value of open and direct communication about problems is quite different from local cultural norms. So both you and your teaching staff may need to develop a more "American" perspective in order to be prepared for giving and receiving feedback not only from you, but also the Trainees. The following information was developed for use in TOTs. You can read it for your own information, and may wish to adapt parts of it for your own TOTs.

CRITERIA FOR GIVING FEEDBACK

- It is descriptive rather than evaluative. By describing one's own reaction, ("I was confused during your explanation of the activity.") it leaves the individual free to use it or to use it as he/she sees fit. By avoiding evaluative language ("That was a bad explanation") it reduces the need for the individual to react defensively.
- It is specific rather than general. To be told that one is "too dominating" will probably not be as useful as to be told "When the Trainees asked for more practice time, you didn't seem to hear them." or "You spoke over 75% of the total class time."
- It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person receiving it.
- It is directed towards behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which s/he has no control.
- It is requested, rather than imposed. Feedback is most useful when the receiver has formulated questions which the observer can answer.
- It is well-timed. In general, feedback is most useful at the earliest opportunity after the lesson (depending, of course, on the person's readiness to hear it, support available from others, etc.).

• It is verified to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he/she has received to see if it corresponds to what the sender had in mind.

TIPS FOR GIVING FEEDBACK

• Be constructive.
• Give timely feedback. Don't wait until you have several items to discuss because the feedback will lose its impact.
• Offer help only when requested.
• Be specific. Avoid statements like "This was bad." or "I didn't like that."
• Give evidence / support for your comments.
• Comment on behaviors which can be changed.
• Be conscious of the time and setting.

CRITERIA FOR RECEIVING FEEDBACK

• Since one of your jobs is to provide feedback to your teaching staff, you should also provide both teachers and Trainees with guidelines for maximizing effectiveness when receiving feedback from others, as well as giving it.
• Feedback from another person is one important way to help you learn how your actions are affecting others. Even if you "disagree" with the feedback, it is important for you to at least hear it and understand it clearly . If nothing else, it will tell you how that individual sees your actions and give you the choice of trying to change your behavior. People act on their perceptions of your actions, and you may be coming across in unintended ways.

TIPS FOR RECEIVING FEEDBACK

The following are useful hints which will help you be effective in receiving feedback.
• Remember that it is one person's interpretations of your actions, not universal truth.
• Be active in checking out feedback with others - if two or three people give similar feedback, there may be a pattern reflected which you might want to consider.
• Avoid explanations of "why I did that", unless asked.
• Ask for examples or clarification to understand the feedback.
• Wait until the feedback has been given, and then paraphrase the major points. In any way you can, make it your goal to understand the feedback - paraphrasing and asking clarifying questions are two ways to do so.
• Use criteria for giving useful feedback to help sender be more effective.
• Avoid making it more difficult for giver than it already is (by reacting defensively, angrily, etc.).

THINGS TO THINK ABOUT

SAMPLE ROLE PLAY FOR GIVING FEEDBACK

The following role play was developed by Peace Corps to give practice to Language Coordinators when they are preparing to give formal feedback to instructors as part of their final evaluation at the end of PST. You may want to try it out with another colleague or your supervisor if you are preparing to do this kind of thing the first time. Try taking both roles. As George, decide what issues you are going to bring up with Lynn and how you are going to approach the issues raised here. As Lynn, see how it feels to get this kind of information. Whether or not you actually do the role-play, the situations described are ones that you may well encounter in your program

LYNN

You are a language instructor working for the first time on a Peace Corps PST program.
The PST has just ended. You are exhausted but elated. You think the program went well, considering all the hassles using the new language materials for the first time. You think you learned a lot about teaching PC Trainees and training in general. You especially liked working with your colleagues. This morning you have a meeting with your Language Coordinator, George. You have asked him to give you some feedback on how you did as a language instructor. You like George but do not feel entirely comfortable with him, as you find him a bit distant. You are on your way to his office and are planning what to say.

GEORGE

You are the Language Coordinator for Peace Corps PST. You have held this position for two years.
The PST cycle just completed was your fourth training cycle. On the whole, you think this cycle went pretty well. You are quite pleased with how the language staff used the new language materials. The language team was effective and worked quite well together. This morning you have a meeting with Lynn, one of the PST language instructors. Lynn has requested this meeting and wants you to give her feedback on her teaching and on performing her responsibilities during training. As you reflect back on Lynn's work, the following things come to mind:

- Lynn was an extremely collaborative team worker. She was well-liked by her colleagues.
- She took risks willingly, always ready to try something new and equally willing to acknowledge errors.
- Lynn worked hard and was always on task.
- You are concerned that Lynn sometimes doesn't plan her lessons carefully enough or prepare sufficiently. You noted several times when she didn't have visuals prepared and used lesson time to draw while Trainees waited. On other occasions, she appeared to lose track of where she was in the lesson, and to forget what came next (sometimes leaving out a step).
- When Lynn gets nervous, she stutters which can be a bit disconcerting; however, it doesn't seem to happen when she is relaxed. And, it did not seem to bother her students.
- Lynn can really focus Trainees' attention with her enthusiastic approach. In fact, you wish the other instructors were as good at this as she.
- Lynn's boyfriend, on occasion, drinks too much. Sometimes, it embarrasses you - like at the end-of-PST party. He must have had a case of beer all by himself. He was a bit loud and rowdy, but didn't really hurt anything. It just isn't the image you want projected.

Here comes Lynn. Collect your thoughts and invite her into your office.

HOW TO DO IT

FORMAL TEACHER PERFORMANCE ASSESSMENT

The *PATS Training Supplement* includes some very useful guidelines about the formal (summative) assessment that you will need to do at the end of PST for you language teaching staff. Below are listed some of the required processes and components of formal appraisal and a helpful checklist that will assist you in making sure that formal summative assessment of your training staff is an on-going process that will be of maximum benefit.

THE REQUIRED PROCESS AND COMPONENTS OF THE APPRAISAL SYSTEM

The appraisal of training staff performance is an integral piece of the training appraisal process. The system used for this appraisal should not vary from country program to country program or from region to region. Just as Peace Corps full-time staff are appraised on a regular basis, using standard formats, so should short term contracted training staff be appraised. This section will outline the required process and components of the appraisal system.

Each training staff member and support staff member must receive a performance appraisal at the end of the PST. This appraisal is to be completed with the staff member and is to benefit both the staff member and the in-country staff. An appraisal can also be done at the end of the TOT in order to give the trainer insight into their strengths and weaknesses and help them to focus on improving during the PST.

An accurate performance appraisal will point out the strengths and the weaknesses of each staff member. The presence of weaknesses does not preclude a trainer or staff member from being used in other training programs. Noting this information will, however, help a country staff better balance their training staff in future programs. Likewise, an appraisal will benefit the training staff by helping them to know their own areas of expertise and strengths. This appraisal process should be conducted throughout the training program, giving each staff member relevant feedback and opportunity to increase his or her own skills.

The responsibility for preparing and carrying out the appraisal of trainers performance lies with the coordinators on the training team and the Training Manager. The Language Coordinator is responsible for organizing and carrying out the appraisal of all the language trainers, in conjunction with the Training Manager.

Copies of all performance appraisals must be kept on file in the Peace Corps Office with the Training Manager or PTO. These files should be kept as a permanent record and reference.

PERFORMANCE APPRAISAL CHECKLIST

1. PRODUCING APPRAISAL CRITERIA

- ❑ Complete job description.
- ❑ Complete statement of work.
- ❑ Derive performance appraisal criteria from job description and SOW.
- ❑ Add additional criteria if necessary.

2. APPRAISAL ACTIVITIES AND PROCESS

At the beginning of the contract period.

- ❑ Review job description and SOW with staff member to be appraised.
- ❑ Review appraisal form and content with staff member.
- ❑ Review appraisal process with staff member - including the timing of appraisals and feedback process.

At the end of the TOT.

- ❑ Review trainer performance and highlight areas of strengths and weaknesses.
- ❑ Assist trainer in outlining plan to address areas of weakness with additional skill-development during the PST.

At the mid-point of the PST (approximately)

- ❑ Review performance in major appraisal criteria areas (include review of any written evaluations by Trainees that have been done up to that point).
- ❑ Identify any weaknesses and work with trainer to develop action plan to address them by the end of the PST.

At the end of the contract period.

- ❑ Complete appraisal for trainer.
- ❑ Ask trainer to do self-assessment using same form.
- ❑ Meet with trainer to discuss the content of the appraisal.
- ❑ Give trainer opportunity to comment (in writing) on the contents of appraisal.
- ❑ Final version of the appraisal signed by supervisor and Trainee.
- ❑ Place final appraisal in personnel file.

DEVELOPING A FINAL APPRAISAL INSTRUMENT

The final appraisal needs to be in a form that allows for specific evaluation, and provides an opportunity for the trainer to rate himself or herself as well. As suggested above, once both parties have filled out the form, any disagreements should be discussed. Having a well-developed form can also ensure that the criteria by which performance is being assessed will be developed and explained from the very beginning of the trainers' contract period. While the formal appraisal is conducted by the Training Director, you can be sure that your input and opinions will be a primary deciding factor in this process.

Below is a sample Final Appraisal Form that has been developed by Peace Corps. As with all such forms, you may want to adapt it to include the other criteria and realities of your situation.

FINAL PST STAFF PERFORMANCE APPRAISAL
(Language and Cross Culture Trainer)

FOR:_____
(Name of Language/Cross Culture Trainer)

This Performance Appraisal form and the comments provided by the Training Director serve as the formal evaluation of the staff member's performance during the assessment time period. Any concerns or disagreements regarding the Performance Appraisal can be noted at the end of the form and raised formally in writing with the Peace Corps country director, if desired.

The rating scale is based on the following:
1. = Needs Improvement - Specific improvements required.
2. = Satisfactory - Meets minimum standards. Improvements suggested.
3. = Good - Exceeds minimum standards.
4. = Very Good - Greatly exceeds minimum standards.
5. = Outstanding - Role model effort. Exemplary performance observed. Accomplishments referenced.

APPRAISAL ELEMENTS

1. Demonstrates conformity to "Guidelines for Professional Behavior".	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
2. Acts as cultural guide and encourages the Trainees to use the local language in and outside the classroom.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
3. Follows Peace Corps policies and guidelines in training.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:

4. Participates actively in staff meetings and contributes comments for the improvement of training activities.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
5. Prepares effective teaching materials, visual aids, realia etc. in advance.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
6. Monitors Trainee's classroom performance and conducts mid-course interviews and evaluations with Trainees of their performance to date providing them with constructive feedback.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
7. Uses effective and innovative strategies to facilitate/co-facilitate and participate in cross-cultural sessions.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
8. Develops and uses creative, innovative, and effective strategies for teaching and learning. Observes Trainees' progress and needs.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
9. Implements immediate responses to evaluations and feedback where necessary and possible.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
10. Demonstrates willingness to reliably respond to Trainees' concerns and needs.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
11. Uses monitoring and evaluation strategies or instruments and competency checklists correctly and effectively.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
12. Interacts with Trainees outside formal structured training activities and participates in extra-curricular activities when needed.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
13. Works closely with cross-cultural and technical trainers to plan integration of components	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
14. Cooperates as part of the training team, making recommendations or suggestions for improvements when needed.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:

15. Submits a detailed lesson plan to LC prior to teaching	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
16. Offers a variety of resources and learning options.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
17. Prepares required documentation of lesson plans including suggestions for future trainings.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
18. Participates in a final recommendation - based on performance - regarding each Trainee's suitability and qualification to become a Volunteer and presents it in writing to the Language/Cross-Cultural Coordinator.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:

Average rating: _____ (= Total points divided by number of elements.)
Overall Summary Rating: [Check (X) appropriate rating.]
____(1.00-1.49) Needs Improvement
____(1.50-2.49) Satisfactory
____(2.50-3.49) Good
____(3.50-4.49) Very Good
____(4.50-5.00) Outstanding

Comments and final recommendations from evaluator:

Comments from evaluatee:

Signatures:

_____ _____
Evaluatee Evaluator
Date: _____

HOW TO DO IT

DEVELOPING FORMS FOR TEACHER ASSESSMENT

WHY DEVELOP FORMS FOR OBSERVATION AND ASSESSMENT?

Most Language Coordinators agree that a major part of running an effective PST is developing an effective and efficient system to assess the performance of the teachers in your program. As mentioned previously, assessment has two kinds of purposes in most programs:

- **formative purposes:** giving developmental feedback and identifying needs for additional guidance and training
- **summative purposes**: providing a formal performance appraisal at the end of PST.

By having well-developed assessment instruments you can ensure that your system of assessment is objective, consistent and comprehensive.

By making these instruments available to teaching staff from the very first days of training, you can clearly communicate the expectations you have about their performance, and give them a clear understanding of the criteria upon which they will be evaluated. And, as suggested in the overview, by having a clear, well-developed assessment process your job will become easier by providing a simple and systematic way for you to:

- monitor on-going performance
- provide useful and timely feedback
- establish on-going teacher-training priorities
- provide a basis for final performance assessments

WHAT SHOULD YOU ASK ABOUT?

Assessment forms should reflect all aspects of the job as described in the job description and statement of work. They should, additionally, indicate the criteria that distinguish different levels of performance: adequate vs. inadequate, and adequate vs. superior.

Forms for teacher assessment typically ask about:

- classroom management
- presentation skills
- lesson planning

- materials development
- team work

Self-evaluation forms sometimes also ask teachers to reflect on their knowledge, attitudes and beliefs about language training in a Peace Corps context.

WHAT FORMAT SHOULD YOU USE?

Most effective forms consist of two parts:

- There should be a **list of performance descriptions with a numerical rating system** that identifies how well that particular performance feature has been carried out. The numerical rating also allows for a quantitative basis for ranking teachers, if necessary. Such information can be very useful in helping you make decisions about who to hire for future training programs, or who should get a pay raise.
- There should also be an **"open-ended" section** that allows for the assessor to comment in a general way about perceived over-all strengths and weaknesses.

WHO SHOULD YOU ASK?

At the minimum you should include three perspectives in any comprehensive assessment:

- yourself
- the teacher being assessed
- the trainees.

So most programs typically have developed three different assessment forms, and examples of each type are included here.

SAMPLES FROM THE FIELD

LANGUAGE INSTRUCTOR EVALUATION FORM

This form was developed by Peace Corps as a sample observation form for use by Language Coordinators . You might want to use an adapted version if you use peer observations (observations by other teachers) in your program. You can use a parallel version for the teacher to rate him/herself or use this in conjunction with the sample self-evaluation included below.

LANGUAGE INSTRUCTOR EVALUATION FORM

Rate the LI on the following items using the scale 5-1 (5: excellent; 1: not satisfactory)

I. GENERAL CLASS MANAGEMENT SKILLS					
A. Signals the start of the lesson	5	4	3	2	1
B. Arranges classroom appropriately for the lesson	5	4	3	2	1
C. Appropriately handles grouping strategies	5	4	3	2	1
D. Signals end of the lesson	5	4	3	2	1
II. TEACHING SKILLS					
A. Makes self understood					
1. Speaks clearly	5	4	3	2	1
2. Speaks loud enough (but not excessively loud)	5	4	3	2	1
3. Strikes an appropriate balance between teacher talk/ student talk in keeping with the goals of the lesson	5	4	3	2	1
B. Gives instructions clearly	5	4	3	2	1
C. Recognizes students' comprehension /non-comprehension and/or knowledge	5	4	3	2	1
D. Paces material/lesson stages appropriately	5	4	3	2	1
E. Uses blackboard and other materials effectively	5	4	3	2	1
F. Adjusts energy level to meet class needs	5	4	3	2	1
G. Adjusts time limit					
1. Knows how to fill extra time	5	4	3	2	1
2. Knows how to shorten lesson	5	4	3	2	1

III. LESSON PLANNING SKILLS					
A. Knows material	5	4	3	2	1
B. Establishes objectives clearly and conveys them	5	4	3	2	1
C. Responds to questions in keeping with the objectives	5	4	3	2	1
D. Meets the objectives	5	4	3	2	1
E. Gives the students a chance to produce:					
1. In class	5	4	3	2	1
2. Out of class (homework/ contact assignment)	5	4	3	2	1
F. Provides a variety of activities within the class hour as appropriate	5	4	3	2	1
G. Allows all students (including seniors when they are ready for it) an opportunity to participate	5	4	3	2	1
H. Evaluates the students' production					
1. Gives students appropriate feedback	5	4	3	2	1
2. Makes appropriate corrections	5	4	3	2	1
IV. ABILITY TO WORK WITH OTHER LIs					
A. Meetings (gets to meetings on time, participates, contributes)	5	4	3	2	1
B. Communication with Language Coordinator (works harmoniously with LC)	5	4	3	2	1
V. LI - PCT RELATIONSHIP					
A. Ability to relate to all PCTs	5	4	3	2	1
B. Manages diversity issues(age, sex, background, ethnic groups, etc.)	5	4	3	2	1
C. Acts as cross-cultural resource/facilitator	5	4	3	2	1
D. Is culturally aware	5	4	3	2	1

VI. COMMENTS

A. Strengths

B. Areas for additional work

SAMPLES FROM THE FIELD

LESSON OBSERVATION FORM

This example from Peace Corps Philippines shows how the previous form was adapted for use by their language program. While the basic format is the same, some of the questions have been adapted to reflect the particular evaluation focus that the Language Coordinator wanted to concentrate on.

LESSON OBSERVATION FORM

NAME OF LI_____
DATE OF OBSERVATION_____

CONTENT AREAS OF THE LESSON

TOPIC	COMPETENCY	LANGUAGE FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE

Rate the LI on the following items using the scale 5-1
(5: excellent; 1: not satisfactory)

	5	4	3	2	1
A. Objectives					
1. Objectives are clearly defined.			____		
2. The meeting of objectives is pursued throughout the stages of the lesson			____		
B. Lesson Stages					
1. Lesson stages are logically sequenced			____		
2. They are suitably timed			____		

C. **Teaching procedures and activities**

1. Teaching procedures are suited to:
   - A) specific content areas being taught ____
   - B) needs of Trainees ____
   - C) meeting the lesson objectives ____
2. Teaching procedures provide a good balance between teacher talk and student talk. ____
3. Teaching procedures are varied ____
4. Activities are task oriented ____
5. Activities are appropriately sequenced (from controlled practice to free communication) ____
6. Activities ensure Trainees' active participation ____
7. Activities for the learning/practice/ production of new materials are built on previously acquired knowledge ____

D. **Teaching materials**

1. Teaching materials are suited to the aims of activities ____
2. They are simple, clear, effective ____

E. **Classroom management**

1. The beginning and end of class are clearly signaled ____
2. There is a suitable variety of activities and a balance of plenary, group, pair and individual work ____
3. Time is provided at the end of the lesson for Trainees to ask questions (about the lesson) in English ____

F. **The language instructor**

1. Is a good organizer ____
2. Gives clear:
   - A) explanations ____
   - B) instructions ____
   - C) feedback ____
3. Handles differences well ____
4. Is flexible ____
5. Is supportive ____
6. Creates a lively language learning atmosphere ____
7. Acts well as a cultural resource/ facilitator ____
8. Accepts feedback from PCTs ____
9. Uses English only when necessary ____

G. **The Trainees: Most trainees:**

1. Respond appropriately to instructions and questions ____
2. Demonstrate comprehension ____
3. Are motivated ____
4. Participate actively ____
5. Ask questions ____
6. Ask for clarification ____
7. Demonstrate they have acquired the competencies practiced during the lesson ____
8. Have opportunities to set their own objectives and assess their own learning ____

H. Ability to work with other LIs

A. Meetings (gets to meetings on time, participates, contributes) _____
B. Communication with Language Coordinator (works harmoniously with LC) _____

I. LI-PCT relationship

A. Ability to relate to all PCTs _____
B. Manages diversity issues (age, sex, background, ethnic groups, etc.) _____
C. Acts as cross-cultural resource/facilitator _____
D. Demonstrates cultural awareness _____

Comments

1) Areas in which LI has demonstrated strengths

2) Areas that need to be worked on

SAMPLES FROM THE FIELD

SELF-OBSERVATION CHECKLIST

Self-observation checklists are another useful tool. You can use them for teacher training and as a supplement to your own observation . Have the teacher rate his or her own performance and then use that rating as a starting point for your pre- or post-observation discussions. This will help teachers take responsibility for determining a focus for their own professional development . This form was developed by Peace Corps for use in self-evaluation situations. It focuses not only on classroom performance, but on attitudes and awareness of issues as well. As with all samples in this manual, you will need to adapt this form to fit your own situation and specific program purposes.

SELF-OBSERVATION CHECKLIST

THOUGHTFULLY CONSIDER EACH STATEMENT.
RATE YOURSELF IN THE FOLLOWING WAY:
3= EXCELLENT 2= GOOD 1= NEEDS IMPROVEMENT
0= NOT APPLICABLE

I. LEARNING ENVIRONMENT

A. Relationship to Students

__ 1. I establish good eye contact with my class. I do not talk over their heads to the blackboard or to just one person.
__ 2. I make a conscious effort at all times to pay attention to all students equally.
__ 3. I divide my students into groups and pairs in an organized manner. I appropriately handle grouping strategies.

B. The Classroom

__ 1. If possible, I arrange the seating in my class to suit the class activity.
__ 2. When I need special materials or equipment, I have them set up before class.

C. Presentation

__ 1. My handwriting on the blackboard and charts is legible. It is large enough to accommodate students with vision impairments.
__ 2. I speak loudly enough for everyone to hear and I enunciate clearly.
__ 3. I vary the exercises in class, alternating rapid and slow paced activities to keep the maximum interest in the class.
__ 4. I am prepared to give a variety of explanations, models or descriptions, understanding that one explanation may not be sufficient.
__ 5. Students use new skills or concepts long enough so that they are retained and thus further application is possible.

__ 6. I plan for "thinking time" for my students so they can organize their thoughts and plan what they are going to say or do.
__ 7. I realize that there is no single right way to present a lesson. I try new ideas where and when they seem appropriate.

D. Culture and Adjustment
__ 1. I am aware that cultural differences affect learning situations.
__ 2. I keep the cultural backgrounds of my students in mind when planning daily activities and am aware of cultural misunderstandings which might arise.
__ 3. I work for an atmosphere of understanding and mutual respect.

II. THE INDIVIDUALS

A. Self-Concepts
__ 1. I plan activities which give all students an opportunity at some point to feel important and accepted.
__ 2. I like to teach and have a good time teaching on most days.
__ 3. I am able to critically analyze my lessons and am willing to improve.
__ 4. I respond positively to conscientious feedback.

B. Aptitude and Perception
__ 1. I am aware that my students learn differently (visual, auditory and kinesthetic).
__ 2. My exercises are varied (visual, oral/ aural, and kinesthetic) to maximize learning in each of these areas.

C. Reinforcement
__ 1. I tell students when they have done well, but I don't let praise become mechanical.
__ 2. I finish my class in a way which will review the new material presented during the class. My students can immediately evaluate their skills.

III. THE ACTIVITY

A. Interaction
__ 1. I organize my activities so they are suitable for real interaction among students.
__ 2. The activities maximize student involvement.
__ 3. The activities are task-oriented.
__ 4. The activities are challenging, yet suited to the students' proficiency level.
__ 5. I am not overly concerned with error correction. I choose the appropriate amount of correction for the activity and stage of the lesson.

B. Language
__ 1. The activities all have a language focus.
__ 2. The content presented will be easily transferable for use outside the class.
__ 3. The activities are geared to the proficiency level of my class or slightly beyond.
__ 4. I make the content of the activity relevant and meaningful to my students' world.

SAMPLES FROM THE FIELD

VOLUNTEER EVALUATION OF LANGUAGE INSTRUCTOR

Another important source of feedback for teachers is the trainees themselves. Specific advice on the timing and methods of Trainee evaluation are discussed in greater detail in Section 7 of this Resource Kit (PST) . But there are benefits to allowing for regular Trainee feedback throughout the training process and not just at the end of the PST. This example was developed by Peace Corps Philippines for the end of PST. For developmental feedback during PST you may want to have the forms be submitted anonymously. It's important that you use Trainee evaluations only as **part** of the assessment process, and that you include your own observations and the teacher's own self-evaluation as well. This ensures a variety of viewpoints and perspectives on which to base your final assessment.

PEACE CORPS PHILIPPINES
VOLUNTEER EVALUATION OF LANGUAGE INSTRUCTOR

Volunteer ---------- **Language** ----------
Language Instructor ---------- **Date** ------
Training Program ----------

Instructions: Please rate the Language Instructor on the following items using the scale below:

1 2 3 4 5
not well very well

CRITERIA	RATING
1. Lesson presentation was clear and organized.	_____
2. LI checked learner's comprehension of new material before moving on to the next step.	_____
3. Sufficient practice time was built into the language session	_____
4. A variety of teaching activities were used.	_____
5. Real life or close simulation opportunities were provided for learners to apply what they have learned.	_____
6. Teaching activities addressed different learning needs and styles of learners.	_____

7. Independent study time was provided and tied closely to structured language sessions. _____
8. Visuals, realia, other teaching aids were used effectively. _____
9. The proportion of "teacher-talk" and "learner-talk" was appropriate. _____
10. Verbal and non-verbal instructions given were clear and consistent. _____
11. LI rate of speech was normal and volume of speech moderate. _____
12. Use of English and target language was appropriate. _____
13. LI was able to respond to grammar questions appropriately. _____
14. LI conducted reviews before presenting a new lesson. _____
15. LI established good eye contact with learner. _____
16. LI gave adequate worksheets or homework. _____
17. LI was flexible and sensitive to learner's difficulties. _____
18. Feedback was given to learner appropriately. _____
19. LI solicited suggestions to improve teaching-learning situation. _____
20. LI handled learner differences well. _____
21. Learning with LI was enjoyable and stimulating. _____
22. LI was patient. _____
23. LI was friendly. _____
24. LI encouraged Trainee to be self-directed. _____
25. LI acted well as a cross-cultural facilitator. _____
26. LI facilitated language-technical integration. _____

SUMMARY

(1) Considering his/her present competencies, what do you consider his/her major strengths and weaknesses as a trainer?

STRENGTHS

WEAKNESSES

(2) What recommendations do you have for this person's professional development?

_____ _____ _____

SIGNATURE OF TRAINEE LANGUAGE DATE

HOW TO DO IT

ORGANIZING EFFECTIVE TEACHERS' MEETINGS

GOALS AND PURPOSE OF TEACHERS' MEETINGS

• Regular teachers' meetings are an integral part of your training program, and should be planned and scheduled in advance. They provide an opportunity to report on successes, identify and solve problems, make necessary adjustments in the training schedule, and in general keep everyone up to date.

• The time, frequency and purpose of your teachers' meetings should be organized well before your PST and staff training begin, since you will need to cover this information and your expectations about staff participation during the SDW or language TOT.

TIPS FROM LANGUAGE COORDINATORS

These are recommendations from experienced Language Coordinators about how to increase the effectiveness of teachers' meetings.

Scheduling the Meetings:

• Have them on a regular basis (for example - daily after the teaching schedule is completed, or twice a week, etc.).

• Set them at the same hour such as 2:00 PM to establish a routine.

Conducting the Meetings:

• Use a standard agenda as starting point similar to this sample:

- Announce agenda.
- Feedback from teachers on their day.
- Praise teachers on the good points.
- Discuss problems and brainstorm solutions.
- Divide next tasks with group.
- Discuss lesson plan for next day, or for more than one day, if time available.
- Present next group rotation and ask for teacher's opinion.
- Plan next important activity (Mid Term Evaluation, etc.).

• Start by announcing the agenda that you prepared in advance.

• Ask teachers to be brief and to report briefly on how their classes went -- things that went well, feedback about PCTs, ideas or suggestions they got during teaching, and problems they had.
• At the Monday meetings, show on a flip chart each teacher's task for the week (divide the work equally, but taking into account personal talents and strengths).
• Assign tasks well in advance, so that teachers have enough time to prepare.
• Never forget to praise the good work that your teachers have done. Use encouragement.
• Inform teachers about feedback from Trainees or from PC Staff.
• Always ask for teachers' opinions and give them an opportunity to share their concerns or their personal achievements.
• Invite other people to attend these meetings (Project Director, APCDs, Trainers from other sectors).
• From time to time, have a team building activity or a short training session where you present something new-- an idea, a technique, that teachers could use in their lessons.
• Be ready to offer ideas, suggestions, but also to say " I don't know, but I will find out. "
• Keep meetings brief.

TIPS FROM THE FIELD

BEING AN EFFECTIVE SUPERVISOR

Experienced Language Coordinators have identified these behaviors and characteristics as the most important as you supervise your teaching staff.

WHAT SKILLS MAKE A GOOD SUPERVISOR?

- Clear sense of group direction and individual roles
- Concern for both individual and team accomplishments
- Respect for other people's feelings
- Openness to and ability to do creative problem solving
- Concern for both tasks and issues of "how are we doing"
- Effective give-and-take of feedback
- Adherence to "honesty is the best policy, while still keeping in mind the necessity for people to "save face"
- Support for employees
- Positive attitude toeverybody and everything
- Counseling skills
- Be effective with deadlines
- Immediate communication
- Be responsible for self
- Ability to see things from different perspectives
- Encourage the positive.
- Ability to find solutions
- Be flexible and patient
- Task Oriented
- Be empathetic (try to understand where others are coming from).
- Ability to adapt his/her own style to the team style -- not to be too rigid
- Contribute to discussions and the sharing of plans.
- Be aware of words that carry a lot of negative power.
- Do one's best to clarify possible misunderstandings which may be due to:
  - generation gaps

- different professional experience
- different social experiences
- conceptual misinterpretations
• Employ common courtesy.

TYPICAL PROBLEMS THAT ONE FACES AS A SUPERVISOR

• A good teacher in class but with a bad attitude to Trainees and other staff
• A teacher with a good attitude to Trainees and other staff but with poor teaching skills
• A teacher who is too confident, does not listen to anyone
• A teacher unwilling to receive feedback from you or others
• A culturally insensitive teacher
• Bad attitude to Peace Corps or Americans in general
• A teacher who will always agree with the feedback you give him/her but won't change
• Unprofessional behaviors exhibited:
- always late
- inappropriately dressed
- comes to work drunk
- shouts at Trainees and staff
- brings personal problems to work
- does not maintain professional confidentiality
• Does not get along with other staff; too reticent; not outgoing
• Focused on own needs rather than the Trainees' needs
• Does not attend teachers' meetings
• Disruptive to Trainees/other staff

STRATEGIES FOR TEACHER SUPPORT

Most of the strategies below are related to budget at the post. Check on availability of budget and plan on spending part of the language program budget on ways to support and retain your teachers.

DURING PST

• Involve experienced teachers in the recruitment of new teachers.
• Involve teachers in preparing the language materials for the coming PST (taping language materials for Invitees and PST, making videos for the language program, etc.)
• Involve teachers in the selection of host-families.
• Give the best teachers some kind of incentive (such as prizes, promotion in salary, performance appraisal certificates, etc.)
• Recommend a policy at your post for raising the teachers' salaries based on their experience with PC
• Some posts involve experienced teachers as Lead Teachers to help with methodology, and do classroom observation. Some posts hire one extra teacher as a Language Coordinator's assistant during PST to observe classes, help the LC, and work on materials preparation/revision.
• Find ways to make their job varied with each successive year so that it doesn't become too routine. Their work with PC

should be an opportunity for professional challenge and development for them This may involve giving people more responsibilities so that they feel valued.
• Give them regular supportive feedback to help for their career development.
• Develop Self-Assessment forms / Self-Observation checklists for the LIs, which will help them improve their teaching, classroom management and communication skills.

BETWEEN PSTS

• Involve teachers in other activities outside of PST that give them short-term contracts:
ISTs, facilitators in TOTs and technical ISTs for the TEFL PCVs especially on different teaching techniques, developing, revising, collecting, organizing materials, typing documents and language materials, Mid-Service and COS Conferences - as facilitators of language session.
• Keep in touch with them and update them on Peace Corps events and PCVs' progress/work.
• Send the PC Newsletter.
• Organize short trainings, such as: working with a computer, new teaching techniques and methodologies and other skill development training as needed at post.
• Pay participation fees, lodging, transportation, meals (whatever budget allows) for teachers' participation in teacher training workshops organized by other organizations, institutes or universities.
• Invite teachers to TEFL technical ISTs as participants and facilitators.
• Recommend them as tutors (not only to PCVs but to other foreigners too).
• Invite them to the office if you have events, celebrations or special visitors they might be interested in meeting.
• Distribute copies of all the PC language materials to the teachers.
• Invite them to visit you at the office when they want and/or need help.
• Allow them to use PC resource center and PC computers when available.

TIPS FROM THE FIELD

CASE STUDIES IN TEACHER SUPERVISION

Experienced Language Coordinators have identified these case studies as representative of some common problems you might encounter in supervising your teaching staff.

CASE # 1: THE TEACHER WHO GOES OFF ON HIS OWN

THE SITUATION Naresh is a Peace Corps PST language trainer. He is an excellent teacher with all the teaching skills that a good language trainer needs. All the Trainees love him. He incorporates a variety of language games in his language lessons and has a good sense of humor. All Trainees like to be in his class.

Unfortunately he could never get along with the other fellow trainers. He wanted to impose his ideas on others and never listened or respected their ideas. Sometimes he even ignored the Language Coordinator's instructions. He was not receptive to feedback.

One day, when all the trainers got together in the language meeting room to discuss their language classes, Naresh arrived a half hour late.

In the meeting he said: "I didn't' teach the competency that was to be taught; instead I did grammar ." Then the Language Coordinator said: "So, You spent all four and a half hours on grammar explanation. Didn't you know that tomorrow we planned on having learning stations and one of our station was going to address grammar?"

The trainer said, " Yes, I knew but grammar was an immediate need in my class. " The Language Coordinator said, "If we make any plan in group we should follow it. I would like to see all of you following the norms and plans we set as a group and at the same time accommodating to trainees' needs."

Naresh was very angry and said," I can decide for myself and I don't feel comfortable working in this kind of group." He then left the meeting.

IDENTIFYING THE ISSUES

What approach should you use to get a better team spirit after Naresh left the meeting?
How should you approach Naresh?

SOME SUGGESTIONS

Talk with Naresh about his behavior.
Ask other trainers what they think about what happened.
Start documenting Naresh's file.
Inform the PST director
If the behavior is repeated give written feedback.
If Naresh does not change his behavior, don't hire him for the next PST.

CASE # 2: THE SMILING TROUBLEMAKER

THE SITUATION

Stephanie is a very good person. She seems very receptive to the Language Coordinator's directions and agrees with every decision the Language Coordinator makes. She is very pleasant to talk to. She is in her first year.

Everything seems right when she is in front of the Language Coordinator, but when she is not, she criticizes the LC's decisions or directions to the other trainers. She shares with Trainees her discussions with the Language Coordinator.

IDENTIFYING THE ISSUES

How would you help her?
Would you hire her back?

SOME SUGGESTIONS

Give her severe feedback.
Don't invite her for next training.

CASE # 3: THE CONSERVATIVE STICK-IN-THE-MUD

THE SITUATION A Language Coordinator is trying to do things in a different way, but there is a very good language trainer that has worked for Peace Corps for a long time, who doesn't want to accept the innovations.

She criticizes and talks about her past experiences and how this "new idea" never worked in the past because she had tried it. She thinks that she knows everything about the best way to work as a language trainer.

IDENTIFYING THE ISSUES How would you deal with this situation?

SOME SUGGESTIONS Use her as facilitator in TOT
Put her in charge of the working team particularly in the area you want to change.
Involve her in new material development.

CASE # 4: THE FLEXIBLE SUCCESS

THE SITUATION There is a trainer who has already set his plan, but when the Trainees came to his class they asked to work on their specific needs.
First he was hurt, but he adjusted his plan immediately to the Trainee's needs while following the curriculum goals at the same time.
During the Language sharing time he was very proud of himself, and so was the whole Language Team.

IDENTIFYING THE ISSUES What would you do to encourage trainers to take initiative in your program?

SOME SUGGESTIONS Encourage the LIs to share their ideas more often.
Encourage LIs to do peer observation.
Use every possibility to make sure LIs are aware that no lesson plan is perfect unless it meets the Trainees' needs. Lesson plans are often changed in the course of the lesson according to students' needs. BUT: LIs should not be ready to change lesson plans every time trainees ask them. They should use their own professional judgment.